



Lancaster County School District

300 South Catawba Street
Lancaster, SC 29720

Grades	PK-12 District	
Enrollment	11,808 Students	
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

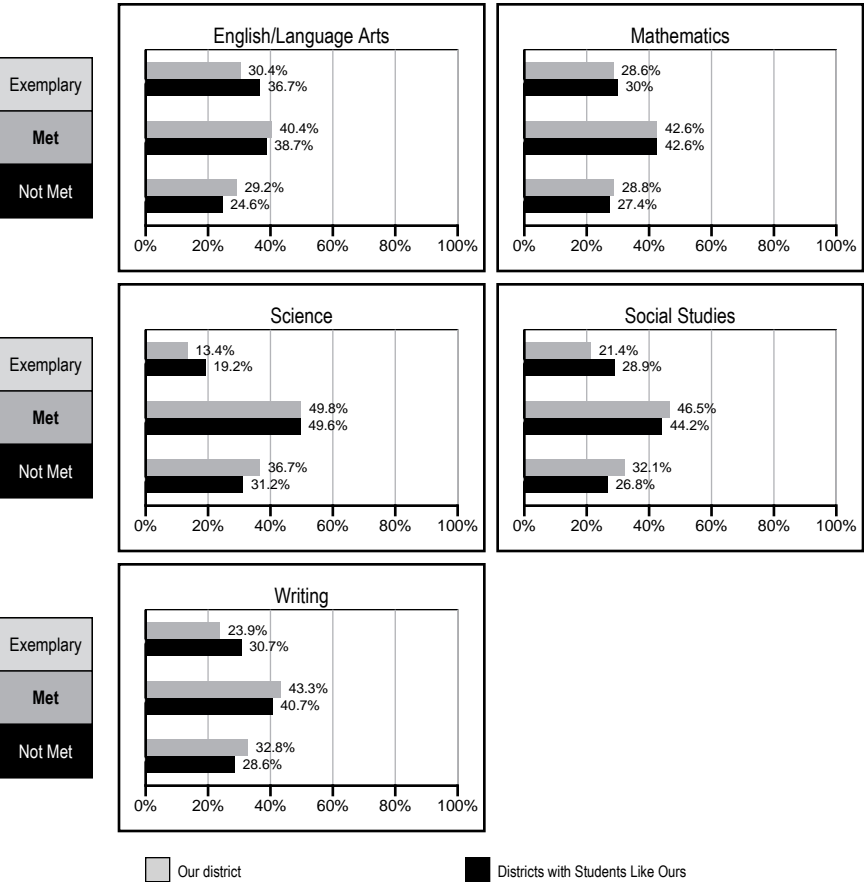
96.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	8	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	75.8%	77.4%	74.4%	81.4%	83.7%	78.4%
Passed one subtest	12.8%	12.3%	12.3%	10.5%	9.2%	11.6%
Passed no subtests	11.3%	10.3%	13.3%	8.1%	7.6%	10.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	65.5%	79.5%
English 1	63.1%	70.3%
Physical Science	42.9%	57.2%
US History and the Constitution	28.0%	43.0%
All Subjects	51.3%	63.6%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=11,808)				
First graders who attended full-day kindergarten	100.0%	Up from 99.6%	98.7%	99.7%
Retention rate	2.3%	Down from 3.0%	2.5%	3.1%
Attendance rate	96.8%	No Change	95.9%	95.7%
Eligible for gifted and talented	8.4%	Up from 8.2%	15.1%	11.2%
With disabilities other than speech	10.0%	Up from 9.7%	9.8%	10.6%
Older than usual for grade	2.5%	Up from 2.2%	3.1%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.1%	0.5%	0.5%
Enrolled in AP/IB programs	21.0%	Up from 16.0%	16.7%	10.5%
Successful on AP/IB exams	32.2%	Up from 30.9%	47.4%	51.2%
Eligible for LIFE Scholarship	44.9%	Up from 42.1%	33.4%	30.8%
Enrolled in adult education GED or diploma programs	129	Up from 110	55	40
Completions in adult education GED or diploma programs	77	Up from 65	49	30
Annual dropout rate	4.1%	Up from 2.9%	3.1%	3.4%
Teachers (n=815)				
Teachers with advanced degrees	56.0%	Up from 53.1%	57.7%	56.8%
Continuing contract teachers	64.2%	Down from 64.3%	81.3%	76.7%
Teachers with emergency or provisional certificates	6.0%	No Change	3.3%	4.6%
Teachers returning from previous year	89.4%	Down from 90.1%	90.1%	88.4%
Teacher attendance rate	94.8%	Down from 95.2%	95.4%	95.0%
Average teacher salary*	\$47,497	Up 3.6%	\$47,840	\$46,992
Vacancies for more than nine weeks	0.6%	Down from 0.7%	0.1%	0.4%
Professional development days/teacher	15.2 days	Down from 16.8 days	13.0 days	13.1 days
District				
Superintendent's years at district	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.7 to 1	21.1 to 1	20.5 to 1
Prime instructional time	89.7%	Down from 89.9%	90.1%	89.8%
Dollars spent per pupil**	\$8,949	Up 11.8%	\$8,643	\$9,279
Percent of expenditures for teacher salaries**	56.2%	Down from 57.0%	56.1%	52.7%
Percent of expenditures for instruction**	59.4%	Down from 59.8%	58.8%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	19	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	7.6%	Up from 1.2%	4.9%	3.5%
Average age in years of school facilities	24 Years	Up from 23 Years	24 Years	28 Years
Number of schools with SACS accreditation	18.0	No Change	12.0	8.0
Parents attending conferences	93.2%	Down from 94.5%	95.3%	93.9%
Average administrator salary	\$76,491	Up 2.7%	\$78,703	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Discovery School of Lancaster	Average	Good	Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	830	94.2%	4115	51.3%	1001	74.6%	No
Gender							
Male	404	93.3%	2170	49.0%	504	69.6%	N/A
Female	426	95.1%	1945	53.8%	497	79.7%	N/A
Racial/Ethnic Group							
White	521	97.7%	2502	61.4%	613	75.9%	N/A
African American	286	87.4%	1423	33.0%	354	72.3%	N/A
Asian/Pacific Islander	N/A	N/A	27	70.4%	N/A	N/A	N/A
Hispanic	15	100.0%	137	46.0%	25	68.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	64	65.6%	482	24.9%	79	50.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	113	47.8%	13	61.5%	N/A
Socio-Economic Status							
Subsidized meals	354	89.5%	2007	37.2%	451	66.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	94.2%	94.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	1001	896
Number of Diplomas	747	647
Rate	74.6%	75.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	454	452	477	470	440	438	1371	1360		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	16.0	16.6	18.3	18.8	17.0	17.8	17.9	18.0	17.4	17.9
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	23.7 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Our teachers, students, and staff worked hard to improve student achievement and district operations using our strategic plan and its research-based strategies as a guide.

An important focus of our efforts is a comprehensive, relevant curriculum that supports national and state academic standards. Another focus is making sure that teachers have standards-based curriculum documents and that our curriculum offers students the skills and knowledge needed for success.

Our instructional strategies are researched-based and emphasize approaches that address a variety of learning styles. We used Open Court Reading across the district, and we stressed using math manipulatives in all elementary and middle schools to support math instruction. We continued to emphasize reading and writing across the curriculum, provided summer programs for students who need additional time to master standards, used Classworks labs in elementary schools, and expanded services for students whose primary language is not English.

We're continuing to assess our students' progress through standardized testing, and our teachers, students, and parents use the MAP results to determine where students have mastered skills and where they need additional work.

We're using technology effectively to support instruction and we've improved our communications with parents through our ConnectEd calling system. During the past year, our principals used the system to inform parents about everything from dates for report cards to extracurricular activities to school closings.

Using our strategic plan and continuing to work together as a community for children is making a difference for our students.

Superintendent Richard "Gene" Moore, Ed.D.

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 28 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Corrective Action
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The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Brooklyn Springs Elementary	CA	Clinton Elementary	CSI
Buford Elementary	NI	Kershaw Elementary	RP-DELAY

The Lancaster County School District consists of 19 public schools with 4 of these schools, or 21.1%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	5260	99.8	28.5	40.8	30.8	80.8	82.8	Yes	Yes
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Gender									
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Male	2754	99.8	33.5	38.5	27.9	75.9	79.3	N/A	N/A
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Female	2506	99.8	22.9	43.2	33.9	86.2	86.5	N/A	N/A
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Racial/Ethnic Group									
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White	3377	99.8	22.7	40.0	37.3	85.0	89.5	Yes	Yes
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African American	1574	99.9	41.3	41.6	17.1	71.6	73.7	Yes	Yes
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Asian/Pacific Islander	41	100.0	17.9	41.0	41.0	89.7	92.3	I/S	Yes
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Hispanic	216	100.0	32.9	43.0	24.2	78.3	76.5	Yes	Yes
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American Indian/Alaskan	17	100.0	31.3	37.5	31.3	81.3	82.5	I/S	I/S
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Disability Status									
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Disabled	684	99.7	72.1	21.3	6.7	39.4	52.0	No	Yes
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Migrant Status									
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
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Limited English Proficient									
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Limited English	182	100.0	37.1	42.3	20.6	74.9	75.1	Yes	Yes
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Socio-Economic Status									
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Subsided meals	2681	99.7	38.8	41.7	19.5	72.6	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	5260	99.8	28.1	43.1	28.8	79.8	78.9	Yes	Yes
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Gender									
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Male	2754	99.8	30.9	41.7	27.4	76.6	77.0	N/A	N/A
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Female	2506	99.8	25.0	44.6	30.4	83.4	80.9	N/A	N/A
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Racial/Ethnic Group									
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White	3377	99.7	21.4	43.6	35.1	85.6	87.2	Yes	Yes
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African American	1574	99.9	43.2	42.0	14.8	66.7	66.7	Yes	Yes
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Asian/Pacific Islander	41	100.0	17.9	30.8	51.3	94.9	93.0	I/S	Yes
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Hispanic	216	100.0	30.0	44.0	26.1	76.8	76.0	Yes	Yes
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American Indian/Alaskan	17	100.0	18.8	56.3	25.0	87.5	79.5	I/S	I/S
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Disability Status									
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Disabled	684	99.4	65.7	28.8	5.6	44.0	45.5	No	Yes
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Migrant Status									
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
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Limited English Proficient									
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Limited English	182	100.0	35.4	42.3	22.3	74.9	76.1	Yes	Yes
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Socio-Economic Status									
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Subsided meals	2681	99.7	38.4	44.1	17.5	71.2	70.2	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	3476	99.7	35.7	50.6	13.7	64.3	67.5
Gender							
Male	1786	99.7	35.5	49.8	14.7	64.5	67.0
Female	1690	99.8	35.8	51.5	12.7	64.2	68.0
Racial/Ethnic Group							
White	2219	99.7	28.9	54.1	17.1	71.1	79.5
African American	1052	99.7	51.2	42.2	6.6	48.8	50.3
Asian/Pacific Islander	26	100.0	20.8	41.7	37.5	79.2	84.3
Hispanic	141	100.0	35.8	56.9	7.3	64.2	60.7
American Indian/Alaskan	11	100.0	40.0	40.0	20.0	60.0	71.2
Disability Status							
Disabled	440	99.1	67.7	27.6	4.7	32.3	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	124	100.0	40.0	54.2	5.8	60.0	59.6
Socio-Economic Status							
Subsided meals	1784	99.6	48.5	44.8	6.8	51.5	55.1

Social Studies

All Students	3479	99.8	31.2	46.9	21.9	68.8	72.3
Gender							
Male	1825	99.7	32.8	42.5	24.8	67.2	71.5
Female	1654	99.9	29.5	51.7	18.8	70.5	73.2
Racial/Ethnic Group							
White	2231	99.8	26.3	46.5	27.3	73.7	80.7
African American	1052	99.8	41.7	48.1	10.2	58.3	60.0
Asian/Pacific Islander	27	100.0	19.2	42.3	38.5	80.8	88.5
Hispanic	138	100.0	36.4	47.0	16.7	63.6	68.0
American Indian/Alaskan	11	100.0	27.3	45.5	27.3	72.7	72.2
Disability Status							
Disabled	468	99.4	66.0	26.5	7.4	34.0	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	115	100.0	40.5	45.9	13.5	59.5	67.9
Socio-Economic Status							
Subsided meals	1765	99.7	40.4	47.5	12.0	59.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	5274	98.7	32.3	41.0	26.6	67.7	70.2	96.0	96.1
Gender									
Male	2761	98.2	40.4	39.1	20.5	59.6	63.2	95.8	96.0
Female	2513	99.3	23.6	43.2	33.2	76.4	77.5	96.1	96.3
Racial/Ethnic Group									
White	3382	98.9	26.8	41.6	31.7	73.2	79.1	95.7	95.9
African American	1579	98.3	44.8	39.6	15.6	55.2	57.6	96.5	96.3
Asian/Pacific Islander	40	100.0	28.2	33.3	38.5	71.8	86.2	97.7	97.3
Hispanic	221	99.1	36.2	41.0	22.9	63.8	62.6	96.2	96.5
American Indian/Alaskan	18	94.4	29.4	47.1	23.5	70.6	68.7	95.3	94.9
Disability Status									
Disabled	684	94.2	78.3	17.2	4.6	21.7	26.1	94.6	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	185	100.0	44.1	38.0	17.9	55.9	61.2	96.5	96.8
Socio-Economic Status									
Subsidized meals	2690	98.3	43.1	41.3	15.6	56.9	58.9	95.3	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	928	99.9	25.2	32.0	42.8	74.8
	4	869	100.0	30.7	39.2	30.1	69.3
	5	912	99.9	21.6	49.5	29.0	78.4
	6	839	99.9	25.4	43.5	31.0	74.6
	7	833	99.6	31.4	40.3	28.3	68.6
	8	879	99.7	37.0	40.2	22.8	63.0
Mathematics							
2009	3	928	99.9	31.8	37.8	30.4	68.2
	4	869	100.0	24.8	45.0	30.1	75.2
	5	912	99.9	26.7	47.5	25.8	73.3
	6	839	99.8	21.9	45.8	32.3	78.1
	7	833	99.5	29.5	40.3	30.2	70.5
	8	879	99.7	33.4	42.2	24.4	66.6
Science							
2009	3	463	99.8	41.2	43.7	15.1	58.8
	4	869	100.0	39.3	50.3	10.4	60.7
	5	454	100.0	36.3	53.0	10.7	63.7
	6	424	99.3	32.8	55.1	12.2	67.2
	7	829	99.5	28.0	56.1	15.9	72.0
	8	437	99.8	39.4	41.3	19.3	60.6
Social Studies							
2009	3	464	100.0	29.2	47.4	23.4	70.8
	4	869	100.0	24.6	56.4	19.0	75.4
	5	457	99.8	38.9	40.5	20.6	61.1
	6	418	99.8	18.5	64.4	17.0	81.5
	7	832	99.5	38.3	34.7	27.0	61.7
	8	439	99.8	37.1	40.5	22.4	62.9
Writing							
2009	3	925	98.7	33.6	33.0	33.4	66.4
	4	872	99.5	34.3	42.0	23.7	65.7
	5	917	99.0	33.4	39.1	27.5	66.6
	6	844	97.8	27.3	45.5	27.2	72.7
	7	837	98.2	30.9	42.7	26.5	69.1
	8	879	99.1	34.2	44.7	21.1	65.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	867	98.7	19.2	37.3	25.4	18.1	52.2	61.8	No	Yes
Male	435	98.2	24.6	37.4	22.9	15.0	46.4	57.4	N/A	N/A
Female	432	99.3	13.9	37.1	27.8	21.3	57.9	66.1	N/A	N/A
White	535	98.9	14.3	31.8	31.4	22.5	62.0	74.3	No	Yes
African American	287	98.3	28.3	47.8	14.9	9.1	32.6	44.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	34	100.0	14.3	35.7	21.4	28.6	60.7	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	106	96.2	63.5	30.2	6.3	N/A	11.5	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	22	100.0	31.3	43.8	18.8	6.3	37.5	38.5	I/S	I/S
Subsized meals	427	98.1	28.9	44.0	15.9	11.2	35.3	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	865	98.8	18.4	32.5	25.0	24.1	62.7	62.7	No	Yes
Male	434	98.2	22.5	32.0	24.0	21.5	61.5	61.8	N/A	N/A
Female	431	99.5	14.4	33.0	26.1	26.6	63.9	63.6	N/A	N/A
White	534	98.9	13.5	28.4	27.6	30.5	70.1	75.1	Yes	Yes
African American	286	98.6	27.9	40.2	19.6	12.3	48.6	45.1	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	34	100.0	14.3	32.1	25.0	28.6	64.3	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	105	96.2	57.9	31.6	9.5	1.1	20.0	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	22	100.0	31.3	37.5	25.0	6.3	37.5	52.3	I/S	I/S
Subsized meals	426	98.1	28.9	36.2	20.4	14.5	48.6	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	866	95.4	68.6	15.2	7.9	3.7	N/A	N/A	N/A	N/A
Male	434	93.8	67.5	12.7	9.2	4.4	N/A	N/A	N/A	N/A
Female	432	97.0	69.7	17.8	6.5	3.0	N/A	N/A	N/A	N/A
White	535	95.7	63.6	16.6	10.1	5.4	N/A	N/A	N/A	N/A
African American	286	96.5	78.3	13.3	3.8	1.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	34	85.3	64.7	14.7	5.9	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	105	87.6	82.9	4.8	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	22	86.4	81.8	4.5	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	426	95.3	76.8	13.1	4.7	0.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data									
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	899	97.3	15.4	30.4	33.3	20.8	63.1	69.7
	2009	867	98.7	19.2	37.3	25.4	18.1	52.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	899	97.4	16.3	28.3	36.1	19.3	65.0	67.2
	2009	865	98.8	18.4	32.5	25.0	24.1	62.7	62.7

Teacher Quality and Student Attendance			
	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate, grades K-8	96.8%	94.0%*	Yes
* Or greater than last year			
** Adjusted to account for natural variation in performance.			

Abbreviations for Missing Data